



For our children's sake



All children deserve the opportunity to learn to use reading and writing meaningfully in their lives – to become literate! Literacy is a human right, but how do we make sure that all South Africa's children have equal access to this right? What are the literacy experiences all our children should have if we want them to become fully literate citizens?

Last year on International Literacy Day we launched a call to you to help us put together a Children's Literacy Charter – something that would describe the literacy experiences all our children should have. We asked you what you thought our children have the right to expect when it comes to reading and writing.

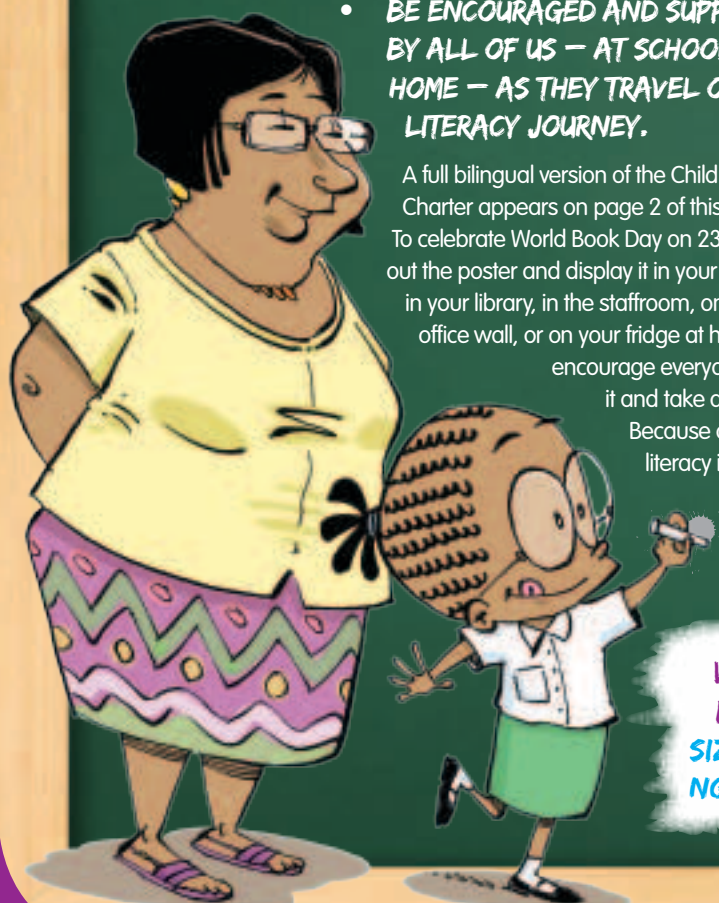
Many of the reading clubs and individuals in the Nalibali network, and our partner organisations sent us emails and letters – we also received some from new friends! Your responses made it quite clear that we all agree that learning to read and write is not just about learning new skills. It is about learning to use reading and writing in real and important ways.

WE ALL AGREED THAT OUR CHILDREN SHOULD:

- REGULARLY READ PURELY FOR ENJOYMENT
- HAVE ACCESS TO A WIDE VARIETY OF BOOKS, FROM THE MOMENT THEY ARE BORN RIGHT THROUGH TO ADULTHOOD
- BE ALLOWED TO USE READING AND WRITING IN WAYS THAT ARE MEANINGFUL TO THEM
- HAVE THE OPPORTUNITY TO BECOME LITERATE IN THEIR HOME LANGUAGE AND ADDITIONAL LANGUAGES
- BE INSPIRED BY THE WAYS IN WHICH THE ADULTS AROUND THEM USE LITERACY ON A DAILY BASIS

- BE ENCOURAGED AND SUPPORTED BY ALL OF US – AT SCHOOL AND AT HOME – AS THEY TRAVEL ON THEIR LITERACY JOURNEY.

A full bilingual version of the Children's Literacy Charter appears on page 2 of this supplement. To celebrate World Book Day on 23 April, cut out the poster and display it in your classroom, in your library, in the staffroom, on your office wall, or on your fridge at home – and encourage everyone to read it and take action! Why? Because our children's literacy is at stake!



WE WILL BE TAKING A BREAK NEXT WEEK, BUT WILL BE BACK AGAIN IN THE WEEK OF 4 MAY 2014!

SIZOHLABA IKHEFU NGESONTO ELIZAYO, KODWA SIZOBUYA FUTHI NGESONTO LOMHLA ZIYI-4 KUNHLABA WEZI-2014!

Masenzele izingane zethu



Zonke izingane kumele zibe nethuba lokufunda ukuze zisebenzise ukwazi ukufunda nokubhala ngendlela esho okuthile ezimpilweni zazo – ukwazi ukufunda nokubhala! Ukwazi ukufunda nokubhala kuyilungelo lesintu, kodwa singaqinisekisa kanjani ukuthi zonke izingane zaseNingizimu Afrika zikwazi ukufinyelela ngendlela elinganayo kuleli lungelo? Yikuphi okuphathelene nokwazi ukufunda nokubhala okumele zonke izingane zethu zikuthole uma sifuna ukuba yizakhamizi ezikwazi ukufunda nokubhala ngokuphelele?

Ngonyaka odlule ngoSuku Lokwazi Ukufunda Nokubhala Lomhlaba Wonke sanicela ukuthi nisisize ukuthi sihlanganise Umqulu Okhuthaza Ukwazi Kwezingane Ukufunda Nokubhala – into ezochaza ukwazi ukufunda nokubhala okumele kutholwe izingane zonke. Sanicela ukuthi niphawule ngokuthi ikuphi izingane ezinelungelo lokuthi zikulindlele mayelana nokufunda nokubhala?

Iningi lamathimba okufunda nabantu abasohlelweni lokuxhumana lwakwaNalibali, nezinhlangano esisebenzisana nazo basithumelela ama-imeyli nezincwadi – sibhalelwe nangabangani bethu abasha! Indlela eniphefumule ngayo ikwenze kwacaca ukuthi siyavumelana sonke ukuthi ukufunda ukufunda okubhaliwe nokubhala akusikho kuphela ukufunda amakhono amasha nje. Kumayelana nokufunda ukusebenzisa ukufunda okubhaliwe nokubhala ezindleleni zangempela nezibalulekile.

SIVUMELENE SONKE UKUTHI IZINGANE ZETHU KUMELE:

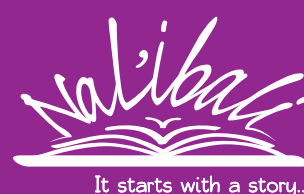
- ZIFUNDELE UKUZITHOKOZISA NJALO
- ZIKWAZI UKUFINYELELA EZINCWADINI EZININGI EZAHLUKENE, KUSUKELA NGESIKHATHI ZIZALWA ZIZE ZIBE NDALA
- ZIVUNYELWE UKUSEBENZISA UKUFUNDA NOKUBHALA NGEZINDLELA EZISHO OKUTHILE KUZO
- ZIBE NETHUBA LOKWAZI UKUFUNDA NOKUBHALA NGOLIMI LWAZO LWASEKHAYA KANYE NEZINYE IZILIMI EZENGEZIWE
- ZIHLATSHWE UMXHWELE YINDLELA ABANTU ABADALA ABAHLALA NAZO ABASEBENZISA NGAYO UKWAZI UKUFUNDA NOKUBHALA NSUKU ZONKE
- ZIKHUTHAZWE FUTHI ZESEKWE YITHI SONKE – ESIKOLENI NASEKHAYA – NGESIKHATHI ZISOHAMBENI LOKWAZI UKUFUNDA NOKUBHALA.

Umqulu Okhuthaza Ukwazi Kwezingane Ukufunda Nokubhala ongezilimi ezimbili utholakala ekhasini lesi-2 lalesi Sithasiselo. Ukuze ugubhe Usuku Lwezincwadi Lomhlaba Wonke mhla zingama-23 kuMbasa, sika iphosta ozoyiphanyeka egunjini lakho lokufunda, emtatsheni wakho wezincwadi, egunjini elihlala abafundisi, odongeni lwasehlovisi lakho, noma efrijini lakho ekhaya – bese ukhuthaza wonke umuntu ukuthi ayifunde bese enza okuthile ngayo! Ngani? Ngenxa yokubaluleka kokwazi ukufunda nokubhala ezinganeni zethu!



Drive your imagination

Read to me. Every day.
Ngifundele. Nsuku zonke.





Drive your
imagination

Geletterdheid • Tshata ya Bana ya Kitso ya go buisa le go kwala • Tshatha ya Litheresi ya Bana •

Children's Literacy Charter

Literacy is the foundation of education and the gateway to a successful adult life in the modern world. This charter invites adults across South Africa to make sure that the conditions which support children's successful literacy learning, are offered to all our children so that they may have personally-rewarding and educationally-successful literacy learning journeys.

1 Reading for pleasure: All children should experience exploring reading and writing purely for their own pleasure and satisfaction in their home and additional languages from early childhood onwards.

Ukufundela ukuzithokozisa: Zonke izingane kumele zithole ukujula nokufunda nokubhala, zikwenzela ukuzithokozisa nokuzenelisa ngolimi lwazo lwasekhaya kanye nangezilimi ezengeziwe kusukela zincane kuqhubekela phambili.

2 Stories: All children should have regular opportunities to listen to, read and talk about stories from South Africa, Africa and around the world.

Izindaba: Zonke izingane kumele zithole njalo amathuba okulalela, okufunda nawokuxoxa ngezindaba ezivela eNingizimu Afrika, e-Afrika kanye nasemhlabeni wonke.

3 Exploring the world: All children should have daily opportunities to use reading and writing to help them explore life from both imaginary and realistic perspectives. These opportunities enable them to learn about themselves and others while exploring their changing place in the world and how they can contribute to it.

Ukufunda ngomhlaba: Zonke izingane kumele zibe namathuba okusebenzisa ukufunda nokubhala nsuku zonke azozisiza ukuthi zijule nezimo zempilo ecatsangelwayo kanye neyangempela. La mathuba azisiza ukuthi zifunde ngazo luqobo kanye nabanye ngesikhathi zifunda ngendawo yazo eshintshayo emhlabeni nokuthi zingaba negalelo kanjani kuyo.

4 Inspiration: Children of all ages need people to read to them in ways which inspire them to want to read for themselves. Family members at home, teachers in their classrooms and librarians at local or school libraries should read aloud to children regularly.

Ugqozi: Izingane zayo yonke iminyaka zidinga abantu abazozifundela ngezindlela ezizozenza zibe nentshisekelo yokuthanda ukuzifundela. Amalungu omndeni ekhaya, othisha bazo emagunjinini azo okufunda kanye nabasizi emtatsheni wezincwadi wangakubo noma emtatsheni wezincwadi wasesikoleni kumele bazifunde njalo.



Umqulu Okhuthaza Ukwazi Kwezingane Ukufunda Nokubhala

Ukwazi ukufunda nokubhala kuyisisekelo semfundo kanye nohambo olunempumelelo olubheke empilweni yobudala emhlabeni wesimanjemanje. Lo mqulu okhuthaza ukwazi kwezingane ukufunda nokubhala umema abantu abadala eNingizimu Afrika yonkana ukuthi benze isiqiniseko sokuthi kuhlizekwa zonke izingane zethu ngezimo ezivumela ukwazi ukufunda okubhaliwe nokubhala ngempumelelo, ukuze zibe nohambo lokufunda ukufunda okubhaliwe nokubhala oluyimpumelelo.

9 Books to inspire: Children have the right to good quality books with high quality writing and illustrations, exciting storylines and engaging information. Good quality books are the most likely to "switch" children on to reading as a lifelong habit.

Izincwadi ezivusa usinga: Izingane zinolungelo lokuthola izincwadi eziyikhwalthi ekahle ezibhalwe kahle, futhi ezinemidwebo emihle, izindaba ezivusa usinga futhi nolwazi olukwenza ujule nendaba. Izincwadi eziyikhwalthi ekahle zisemathubeni amaningi okuthi "ziguqule" izingane zenze ukufunda kube umkhuba wempilo yazo yonke.

10 Selection: Children need to be given opportunities to choose what they want to read sometimes and at other times be offered guidance by adults. Self-selection helps children to mature as readers because it allows them to develop criteria for the types of books that interest them.

Ukuzikhethelela izincwadi: Izingane kumele zinikwe ithuba lokukhethelela ukuthi zifuna ukufundani ngesinye isikhathi, bese ngezinye izikhathi zelulekwe abazali. Ukuzikhethelela incwadi kusiza izingane ukuthi zithuthuke njengabafundi ngoba lokhu kuzisiza ukuthi zikwazi ukuzikhethelela izincwadi ezizihlaba umxhwele.



5 Role models: Adults need to model reading and writing for children. Children need to see the adults at home and school, and in their communities using writing and reading to get things done, to learn and for entertainment.

Abantu abayisibonelo esihle: Abantu abadala kumele babe yizibonelo zokufunda nokubhala ezinganeni. Izingane zidinga ukubona abantu abadala emakhaya nasesikoleni, kanye nasemiphakathini yazo abasebenzisa ukubhala nokufunda ukuze benze izinto zenzeke, ukuze bafunde nokuthi bazithokozise.

6 Learning to read and write: All children at school have the right to be taught how to read and write by skilled and inspiring teachers who communicate with them in language/s they understand, exposing them to wonderful stories and interesting texts as part of their teaching.

Ukufunda ukufunda okubhaliwe nokubhala: Zonke izingane ezisesikoleni zinolungelo lokufundiswa ukufunda nokubhala ngothisha abanamakhono nabazikhuthazayo, abakhuluma nazo ngolimi noma ngezilimi eziziqondayo, bazivulele ezindabeni kanye nokubhaliwe njengengxenye yokufundisa kwabo.

7 Time and place: Children need to be given sufficient and regular free time to relax and read. They also need quiet places in which to do this.

Isikhathi nendawo: Izingane kumele zinikwe isikhathi esiningi nesanele njalo ukuze ziziphumuze futhi zifunde. Zidinga nendawo ethule lapho zingenzela khona lokhu.

8 Access to material: Children need to easily be able to find a variety of reading and writing materials in their immediate environment. They need access to a large selection of story- and other books, whether these are owned, or borrowed from school and public libraries close enough to where they live. They also need to be surrounded by environmental print in languages they know and understand.

Ukwazi ukufinyelela ezinsizeni zokufunda: Izingane zidinga ukuthi zikwazi ukuthola kalula izinsiza ezahlukene zokufunda nokubhala endaweni ezikuyo. Zidinga ukufinyelela ezindabeni eziningi ezahlukene – kanye nezinye izincwadi, akunandaba ukuthi ngabe lezi ezazo yini, noma zebolekwe ezikoleni nasemitatsheni yezincwadi eseduze kakhulu nalapho zihlala khona. Kumele futhi zihlale zizungezwe yindawo enemibhalo ngezilimi ezizaziyo neziziqondayo.

11 Encouragement: Children deserve to have all their attempts at reading and writing celebrated by the adults in their lives and to be encouraged to continue to extend their use of written and oral language. On their journey to becoming literate, children will sometimes get things wrong and sometimes get them right. This, together with encouragement, is how we all learn.

Ukukhuthaza izingane: Izingane zidinga ukuthi yonke imizamo yazo yokufunda nokubhala ijatshulelwe ngabantu abadala abasezimpilweni zazo, nokuthi zikhuthazwe ukuba ziqhubeke nokuthuthukisa ukusebenzisa kwazo ulimi olubhaliwe nolukhulunywayo. Ohambeni lwazo lokwazi ukufunda nokubhala, ngesinye isikhathi izingane zizokwenza amaphutha, kanti ngesinye isikhathi zenze okufanele. Lokhu, uma sekuhlanganiswa nokukhuthazwa, iyona ndlela sonke esifunda ngayo.



Nalibali
It starts with a story...



“We will find them for you,” said the girls.
 “Thank you,” said Mrs Smit.
 “Sizonitholela bona,” kusho amantombazane.
 “Siyabonga,” kusho uNkosikazi Smit.



“NuuuuHHAAAAA!” screamed Mrs Allie.
 “Skye, Skye, can you hear me?” Mrs Smit shouted.
 “Zwelli, Lonke!” called Gogo.
 “NuuuuHHAAAAA!” kumemeza uNkosikazi Allie.
 “Skye, Skye, uyangizwa na?” kumemeza uNkosikazi Smit.
 “Zwelli! Lonke!” kumemeza uGogo.

CAMBRIDGE

Raj keeps a secret

URaj ugcina imfihlo



Ian Lusted



Raj keeps a secret is from the Rainbow Reading series by Cambridge University Press. Rainbow Reading is a graded series for primary schools. It provides a wealth of original stories and factual texts, which will help learners to develop the reading skills and vocabulary they need to meet the requirements of the curriculum – in all learning areas. Rainbow Reading consists of 350 titles which are grouped by level and theme. For further information, visit www.cup.co.za

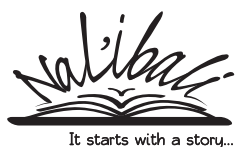


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Nal'ibali is a national reading-for-enjoyment campaign to spark children's potential through storytelling and reading. For more information, visit www.nalibali.org or www.nalibali.mobi



UNal'ibali umkhankaso wokufundela ukuzithokozisa kazwelonke wokokhela lokho okungenziwa yizingane ngokuxoxa nangokufunda izindaba. Ukuze uthole eminye imininingwane, vakashela ku-www.nalibali.org noma ku-www.nalibali.mobi



Drive your
 imagination

Fold

Layla, Neesha and Lindi went to the shop.
“Good morning Mrs Patel,” said Lindi. “Have you seen the twins?”
ULayla, uNeesha noLindi baya esitolo.
“Sawubona Nkosikazi Patel,” kusho uLindi.
“Ngabe uwabonile amawele?”



Gogo looked everywhere.
UGogo wabhekaka yonke indawo.



“Go away!” the boys shouted. “Nuha is reading us stories.”
“Hambani!” kumemeza abafana. “UNuha usifundela izindaba.”



“Have you seen Nuha?” asked Mrs Allie.
“No, we haven’t, Mrs Allie,” said the girls.
“Ngabe nimbonile uNuha?” kubuza uNkosikazi Allie.
“Cha asimbonanga, Nkosikazi Allie,” kusho amantombazane.

“Have you seen the twins?” asked Gogo.
“No, we haven’t,” Gogo,” said the girls.
“Ngabe niwabonile amawele?” kubuza uGogo.
“Cha, asiwabonanga, Gogo,” kusho amantombazane.



“No dear, I haven’t,” said Mrs Patel.
Raj said nothing.
“Cha, sitwandwa sami, angiwabonanga,” kusho uNkosikazi Patel.
Akazange athi vu uRaj.



“Raj, have you seen the boys?” they asked.
“Maybe,” said Raj.
“Come on Raj, where are they?”
“I promised not to tell,” he said. But he pointed.



“Raj, ngabe ubabonile abafana?” kubuza bona.
“Mhlawumbe,” kusho uRaj.
“Awusho phela Raj, bakuphi?”
“Ngibethembisile ukuthi ngeke ngisho,” kusho yena.
Kodwa esho ekhomba.



Mrs Allie looked everywhere.
UNkosikazi Allie wabhaka yonke indawo.



Susan Smit looked everywhere.
USusan Smit wabhakeka yonke indawo.

“Have you seen Skye?” asked Mrs Smit.
The girls giggled. “You mean Sam? No, we haven’t,” they said.
Ngabe nimbonile uSkye?” kubuza uNkosikazi Smit.
Ahleka amantombazane. “Ngabe usho uSam? Cha, asimbonanga,” kusho wona.



“Maybe they’re at the river,” said Layla.
“Mhlawumbe asemfuleni,” kusho uLayla.



“There’s no one here – just the old man,” said Neesha.
“Where can they be?” asked Lindi.
“Akukho muntu lapha – kukhona ikhehla kuphela,” kusho uNeesha.
“Bangaba kuphi pho?” kubuza uLindi.



Reading club corner

There are lots of days to celebrate in May. Rather than trying to focus on all of them, you could choose one or two and then plan reading club activities around them. Here are some ideas.

- **World Laughter Day (4 May):** In the week before World Laughter Day, encourage the children to find or make-up their own jokes. Then, at the reading club meeting closest to World Laughter Day, invite them to tell their jokes to the group. Provide paper and crayons or pencil crayons, and let them write down their joke and draw a picture to go with it. Display all the jokes and encourage the children to read them over the next few weeks.
- **Mother's Day (11 May):** Invite the mothers of the reading club children (or people who are like mothers to them) to join you at the reading club session closest to Mother's Day. Read a story about a mother-child relationship to everyone and then invite the mothers and their children to spend time reading stories and looking at books together. Let the children make Mother's Day cards to give to their mothers. (Look out for our special Nal'ibali Mother's Day card template in your next supplement.)



Dates to celebrate in May

1 May	Worker's Day
4 May	World Laughter Day
5 May	Leo Lionni's birthday (find out more about him in The Nal'ibali bookshelf below)
11 May	Mother's Day
15 May	International Day of Families
25 May	Africa Day

Ikhona lethimba lokufunda

Ziningi izinsuku ezizogujwa ngoNhlaba. Kunokuthi uzame ukugxila kukho konke, ungazama ukukhetha okukodwa noma okubili bese uhlela imisebenzi yethimba lokufunda ngokusekela kukho. Nanka amanye amasu.

- **Usuku Lomhlaba Lokuhleka (mhla zi-4 kuNhlaba):** Esontweni elendulela Usuku Lomhlaba Lokuhleka, khuthaza izingane ukuthi zithole noma zizenzele amahlaya azo. Bese kuthi ngesikhathi sokuhlangana sekusondele Usuku Lokuhleka Lomhlaba, uzicele ukuthi zixoxele ithimba amahlaya azo. Hlinzeka ngamaphepha namakhrayoni angamapensela, bese uzivumela ukuthi zibhale amahlaya azo, bese zidweba izithombe ezihambisana nawo. Phanyeka wonke amahlaya bese ukhuthaza izingane ukuthi ziwafunde emasontweni ambalwa alandelayo.
- **Usuku Lomama (mhla ziyi-11 kuNhlaba):** Mema omama bezingane ezisethimbeni lokufunda (noma abantu abanjengomama kuzo) ukuthi bahlangane nani ethimbeni lokufunda uma sekusondele Usuku Lomama. Funda indaba emayelana nobudlelwane obuphakathi kukamama nengane bese ucela omama nezingane ukuthi bazinike isikhathi befunda izindaba, bebhaka nezincwadi ndawonye. Vumela izingane ukuthi zenze amakhadi oSuku Lomama ezizowanika omama bazo. (Bheka ithemplethi yethu ekhethekile yekhadi lakwaNal'ibali loSuku Lomama.)

Izinsuku ezizogujwa ngoNhlaba

Mhla lu-1 kuNhlaba	Usuku Lwabasebenzi
Mhla zi-4 kuNhlaba	Usuku Lomhlaba Lokuhleka
Mhla zi-5 kuNhlaba	usuku lokuzalwa lukaLeo Lionni (thola kabanzi ngaye Eshalofini lezincwadi lakwaNal'ibali elingezansi)
Mhla ziyi-11 kuNhlaba	Usuku Lomama
Mhla ziyi-15 kuNhlaba	Usuku Lomndeni Lomhlaba Wonke
Mhla zingama-25 kuNhlaba	Usuku Lwe-Afrika

The Nal'ibali bookshelf

Have you ever read any books by Leo Lionni? He was an author and illustrator of over 40 picture books, many of which won international awards.

Leo Lionni was born in Holland in 1910, and although he was a painter and sculptor, he studied economics after school and never did any formal art courses! But, as a child, he did spend most of his free time in museums, teaching himself how to draw.

He worked in advertising and design, before starting to write and illustrate children's picture books when he was 49 years old. Today his beautiful and gentle picture books are loved and enjoyed by children all over the world.

The only South African language that Leo Lionni's books are available in is English. Try finding his books at your library. Read them in English and translate the text for your children as you read, if their home language is not English.

Eshalofini lezincwadi lakwaNal'ibali

Ngabe wake wazifunda izincwadi zikaLeo Lionni?

Wayengumbhali nomdwebi onezincwadi ezevile kwezingama-40, eziningi zazo zazuba imiklomelo yasemazweni omhlaba.

ULeo Lionni wazalelwa eHolland ngowe-1910, noma wayenza imifanekiso endiwe futhi engumbazi wezithombe, wayefunde ezomnotho ngemva kokuqeda isikole, futhi wayengazange wafundela ezobuciko! Kodwa, ngesikhathi eseyingane, wayechitha isikhathi sakhe esiningi kumamyuziyemu, ezifundisa ukudweba.

Wasebenza engosini yezikhangiso nokudizayina, ngaphambi kokuqala ukubhala nokudwebela izincwadi zezingane ezinezithombe ngesikhathi eseneminyaka engama-49. Namhlanje izincwadi zakhe ezinezithombe ezinhle zithokozelwa izingane emhlabeni wonke.

Lulodwa kuphela ulimi lwaseNingizimu Afrika okutholakala ngalo izincwadi zikaLeo Lionni, isiNgisi. Zama ukuthola izincwadi zakhe emtatsheni wakho wezincwadi. Zifunde ngesiNgisi bese uhumushela izingane okubhaliwe ngesikhathi ukufunda, uma isiNgisi singelona ulimi lwazo lwasekhaya.

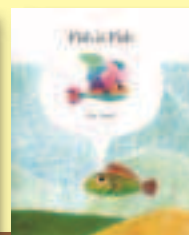
Some of Leo Lionni's books ...
Ezinye zezincwadi zikaLeo Lionni ...

**0-3 years/
Iminyaka eyi-0-3**

Where?
Who?
What?
When?

**3 years and older/
Iminyaka emi-3 nangaphezulu**

Swimmy
Theodore and the talking mushroom
Fish is fish
Alexander and the wind-up mouse
Inch by inch
Frederick

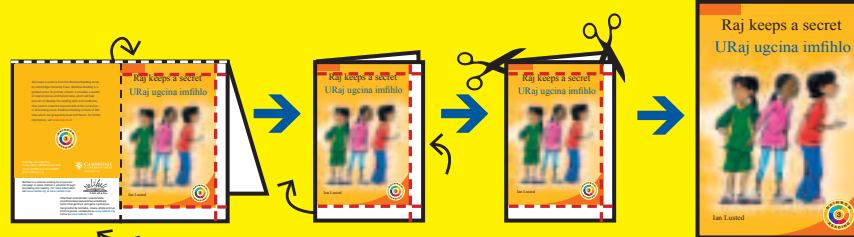


Create your own cut-out-and-keep book

1. Take out pages 3 to 6 of this supplement.
2. Fold it in half along the black dotted line.
3. Fold it in half again.
4. Cut along the red dotted lines.

Zakheleni eyenu incwadi enizoyisika niyikhiphe bese niyigcina

1. Khipha amakhasi 3 ukuya ku-6 kulesi sithasiselo.
2. Lisonge libe nguhhafu lapho kunomugqa (ulayini) wamachashaza amnyama khona.
3. Lisonge libe nguhhafu futhi.
4. Sika lapho kunomugqa wamachashaza abomvu khona.



Story corner

Here is the final part of our story about a talented gardener who needed to learn how to share. Enjoy reading it aloud or telling it.

Mr Shabalala's garden

(Part 2)

by Wendy Hartmann

It did not take long before there were too many apples on the tree. There were too many hens, chickens and eggs. And because there was no vegetable patch, there were no vegetables for Mr Shabalala.

But there was something that was even worse than that. It was now so quiet that Mr Shabalala got a headache. Poor Mr Shabalala, he didn't know what to do with all the quietness. So he opened his front door and shouted the loudest shout that he could, just to make some noise.

Suddenly the people ran up to his house.

"Are you alright?"

"Have you hurt yourself?"

"Can we help you?"

"I ... I ..." Mr Shabalala didn't know what to say. Even though he had been so nasty and unkind, everyone had come to see if he was alright. Mr Shabalala felt so bad he started to cry. "I'm sorry," he said. "I'm so sorry."

"We're sorry for making a noise in the shade of your tree," said someone.

"We're sorry for taking apples," said the children.

"We're sorry about collecting eggs," said a woman.

"Oh no," said Mr Shabalala. "I was so selfish and rude and I am sorry. Please, all of you come inside and I will share everything."

From that day Mr Shabalala did share everything. He also promised to let the branches of the apple tree grow over the wall and to leave a little hole in the fence for the hens and chickens.

When everyone left, he smiled happily because now there were happy noises outside.

Then suddenly Mr Shabalala realised that he still had no vegetable garden. At that moment there was a soft *knock, knock* on his front door. He opened the door and there stood the little boy.

"Aaah," he said, "you are the boy who always asked for seeds."

"Yes," said the boy, "but I know you don't have a vegetable garden now. Can I help you plant one?"

And for the second time that day, Mr Shabalala had tears in his eyes. But this time they were tears of happiness.

Tell us if you liked the story, Mr Shabalala's garden – SMS "Bookmark" with your name and your comments to 32545. R1,00 per SMS.

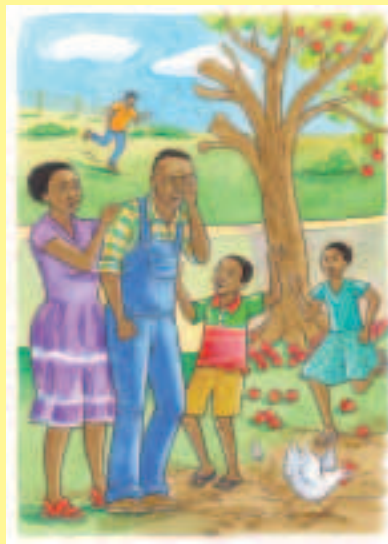


Illustration by Jiggs Snaddon-Wood
Umdwebo wenziwe uJiggs Snaddon-Wood

Ikhona lezindaba

Nansi ingxenye yokugcina yendaba emayelana nomlimi onekhono okwakumele afunde ukwabelana nabanye. Thokozela ukuyifunda kakhulu noma ukuyixoxa.

Ingadi kaMnumzane Shabalala

(Ingxenye yesi-2)

ibhalwe nguWendy Hartmann

Akudlulanga sikhathi eside kwaba namahhabhula amaningi kakhulu esihlahleni. Kwakunezikhukhukazi, amatshwele namaqanda okuningi kakhulu. Njengoba kwakungasekho sivande semifino nje, wayengenamifino uMnumzane Shabalala.

Kodwa kwakukhona enye into eyayinzima kakhulu kunalokho. Kwase kuthule kakhulu manje kangangokuthi uMnumzane Shabalala waze waphathwa ikhanda. UMnumzane Shabalala wabantu, akazanga ukuthi angenzenjani ngakho konke lokhu kuthula. Wavula umnyango wakhe wangaphambili wase ememeza kakhulu ngendlela ayengakwazi ukwenza ngayo, ukuze kube nomsindo.

Ngokushesha, kwagijima abantu beza endlini yakhe.

"Ngabe konke kuhamba kahle?"

"Ngabe uzilimazile?"

"Singakusiza?"

"Ngi... Ngi..." UMnumzane Shabalala akazanga ukuthi athini. Noma wayenonya futhi engenamusa, wonke umuntu weza ezobheka ukuthi konke kuhamba kahle yini. UMnumzane Shabalala waphatheka kabi waqala ukukhala. "Ngiyaxolisa," kusho yena. "Ngiyaxolisa."

"Siyaxolisa ngokubanga umsindo emthunzini wesihlahla sakho," kusho omunye.

"Siyaxolisa ngokuthatha amahhabhula," kusho izingane.

"Siyaxolisa ngokuthatha amaqanda," kusho owesifazane.

"Cha bo!" kusho uMnumzane Shabalala. "Bengizicabangela mina nje futhi ngedelela; ngiyaxolisa. Ngakho, ngiyanicela, ngenani nonke ngizokwabelana nani ngayo yonke into."

UMnumzane Shabalala wabelana ngayo yonke into kusukela ngalelo langa. Wethembisa futhi nokuthi uzovumela amagatsha esihlahla sakhe akhule ege ngaphezu kothango, nokuthi uzovula imbotshana yezikhukhukazi namatshwele ocingweni.

Wayemamatheka ngokujabula ngesikhathi sekuhambe wonke umuntu, ngoba kwase kukhona imisindo yabantu abathokozile ngaphandle.

Kusenjalo uMnumzane Shabalala wakhumbula ukuthi akanaso isivande semifino. Ngaleso sikhathi wezwa umuntu *ongqongqoza* kancane emnyango wakhe ongaphambili. Wavula umnyango wakhe wabona umfana omncane emi lapho.

"Aww bakithi," kusho yena, "ungumfana obehlale ezocela imbewu."

"Yebo," kusho umfana, "kodwa ngiyazi ukuthi awusenaso isivande semifino manje. "Ngabe ngingakusiza usitshale?"

Kanti kwaba okwesibili ngalelo langa, uMnumzane Shabalala echiphiza. Kodwa ngalesi sikhathi kwakuyizinyembezi zenjabulo.

Sitshale ukuthi ngabe uyithandile yini indaba ethi, Ingadi kaMnumzane Shabalala – thumela nge-SMS u-"Bookmark" negama lakho nalokho ofisa ukukusho ku-32545. I-SMS ibiza u-R1,00.

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